

Inspection of Busy Bees Day Nursery at Long Eaton

Cooke Close, Wilsthrope Road, Long Eaton, Derbyshire NG10 3RX

Inspection date: 14 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Older children confidently walk into the nursery when they arrive in the morning. Staff engage warmly with the children and interact with care and respect. They talk to babies and young children before they carry out care tasks. For example, they ask younger children, 'Do you want to have your nappy changed?' Children behave well. Staff remind them to share as they play on bicycles and tricycles. Older children learn to understand their emotions as staff read 'The Colour Monster' picture book and talk about times when children have happy and sad feelings. Staff use teddy bears to begin to talk with younger children about how they are feeling.

Children are learning to celebrate differences and appreciate what makes them unique. Staff provide books that represent children from different backgrounds and celebrate children's home festivals, such as Chinese New Year. Staff encourage children to make good use of the outdoor spaces available at the nursery. Older children develop their physical skills as they climb the ladder and slide down the slide. Younger children develop their small-muscle skills as they play with sand. As they dig and pour, staff talk about the different ways the sand pours when it is wet and when it is dry.

What does the early years setting do well and what does it need to do better?

- Managers and staff have designed a curriculum that promotes learning for all children. They have a strong focus on enabling children to develop their communication and language skills.
- Staff provide children with a language-rich environment. They narrate what is happening as children play with trains on a track and extend children's vocabulary by introducing words like 'up' and 'down'. Staff use sign language to help children to develop their language skills. For example, they sign 'hungry' when children see that lunch is arriving.
- Staff plan activities around key themes and link these to children's interests. For example, staff notice that babies enjoy filling and posting, so they set up a game where babies can post toy fruit into the mouth of the 'hungry caterpillar'. Pre-school children are interested in space. They made a display about space and the planets and talked about wanting to become astronauts.
- Children are learning about numbers and mathematical ideas. Staff count out the number of feet a dinosaur has as children play with dinosaur figures in the sand tray. Older children learn about shapes as they roll out play dough with textured rolling pins and recognise the squares and triangles in the patterns that they make.
- Staff introduce children to scientific ideas. They ask children to guess which colours go together to make green. Children excitedly engage in an activity where they mix liquids of different colours to find out if their guesses are right.

However, sometimes, the activities staff provide are not aligned closely enough with the specific needs of the children taking part. This means that sometimes the most-able children are not being appropriately challenged, while those who need more encouragement are not able to participate fully.

- Staff teach children about the world around them. Children learn about the natural world on visits to a local nature reserve. They start growing potatoes indoors, ready to plant outside in the nursery garden. Pre-school children take turns to be part of the nursery children's council for a week. This role includes taking on special responsibilities such as setting tables and helping staff to complete safety checks.
- Staff promptly identify children who need additional support, and they provide one-to-one time and small-group activities targeted to children's specific learning needs. For example, staff use bubbles and sensory toys to help children to learn to sit, listen and wait.
- Partnership working with parents is strong. Staff hold parent partnership meetings that enable parents to share their views. Parents know what their children are learning at nursery and say they feel confident that their children are being well cared for.
- Leaders and managers support staff in developing their knowledge of the areas of learning and how children develop. However, they have yet to sharpen their evaluation of the staff's practice to drive further improvement across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to recognise the signs of abuse and know what to do if they are worried about a child. They are aware of the 'Prevent' duty. Managers have processes in place to employ suitable people to work with children and complete ongoing checks to ensure existing staff remain suitable. Managers have put in place risk assessments, and staff put these into practice to keep children safe. Staff understand the importance of teaching children about online safety. They provide parents with information to enable them to keep their children safe online at home.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support staff to plan activities that align with the specific needs of the children, to enable all children to benefit from the learning
- enhance systems for monitoring staff practice to drive further improvement across the nursery.

Setting details

Unique reference number	EY487004
Local authority	Derbyshire
Inspection number	10236626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	113
Number of children on roll	138
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01159 463003
Date of previous inspection	22 February 2017

Information about this early years setting

Busy Bees Day Nursery at Long Eaton registered in 2015 and is located in Derbyshire. The nursery employs 25 members of childcare staff. Of these, one member of staff holds early years teacher status and 19 members of staff hold early years qualifications between level 2 and 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Carter

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The Inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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